

## NAEP Inclusion

- Important to coordinate the inclusion of students with disabilities (SD) and English language learners (ELL) in NAEP
- More emphasis is being placed on the differences in inclusion rates across the states and districts
- The Include SD/ELL Students section on MyNAEP **must** be accurately completed by the schools

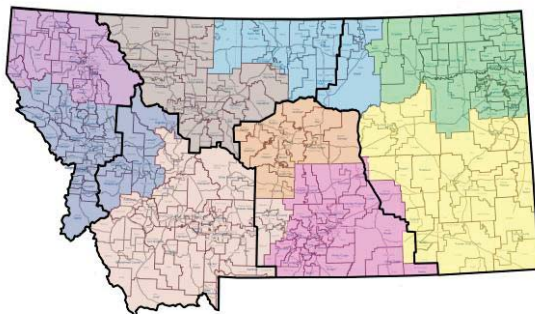
# NAEP Inclusion Policy

- **Adopted March 2010**
- **Purpose**
  - Maximize student participation in NAEP
  - Reduce variation in exclusion rates across states and districts
  - Develop uniform national rules for including students
  - Ensure that NAEP is fully representative of SD and ELL



<http://opi.mt.gov/Reports&Data/NAEP.html>





## State Assessment Training

- **#1 - Setting the Stage: Preparing for MontCAS 2014-2015** - <http://www.keysurvey.com/f/689819/24ec/>
- **#2 - Setting the Stage: Accommodations and Technology** - <http://www.keysurvey.com/f/699941/7a9b/>
- **#3 - Setting the Stage: Test Administration Manual Preview** - <http://www.keysurvey.com/f/701080/227d/>
- **#4 - Setting the Stage: Data Expectations** – [available November 19, 2014](#)



Eastern Conference - Billings  
Crowne Plaza, Billings, MT  
January 8-9, 2015

Western Conference - Missoula  
Hilton Garden Inn, Missoula, MT  
January 15-16, 2015

# State Assessment Training

## MontCAS Contacts

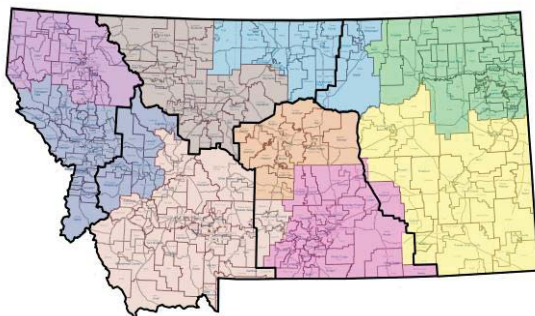
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**Newsletter** →

# Students with Disabilities

- **Who can be excluded?**
  - Students who participate in the **National Center and State Collaborative (NCSC) and CRT-Alt for science** may be excluded from NAEP
- All other SD **should participate** with or without NAEP allowed accommodations
- **Who can receive accommodations?**
  - Only students on an Individualized Education Plan (IEP) or Section 504 Plan

# English Language Learners

- **Who can be excluded?**
  - ELL students who have been **enrolled in US schools for less than 1 full academic year** before the NAEP assessment
- All other ELL students should participate in NAEP with or without NAEP allowed accommodations
- Formerly ELL students **cannot** receive accommodations on NAEP

# Inclusion Reporting Goals

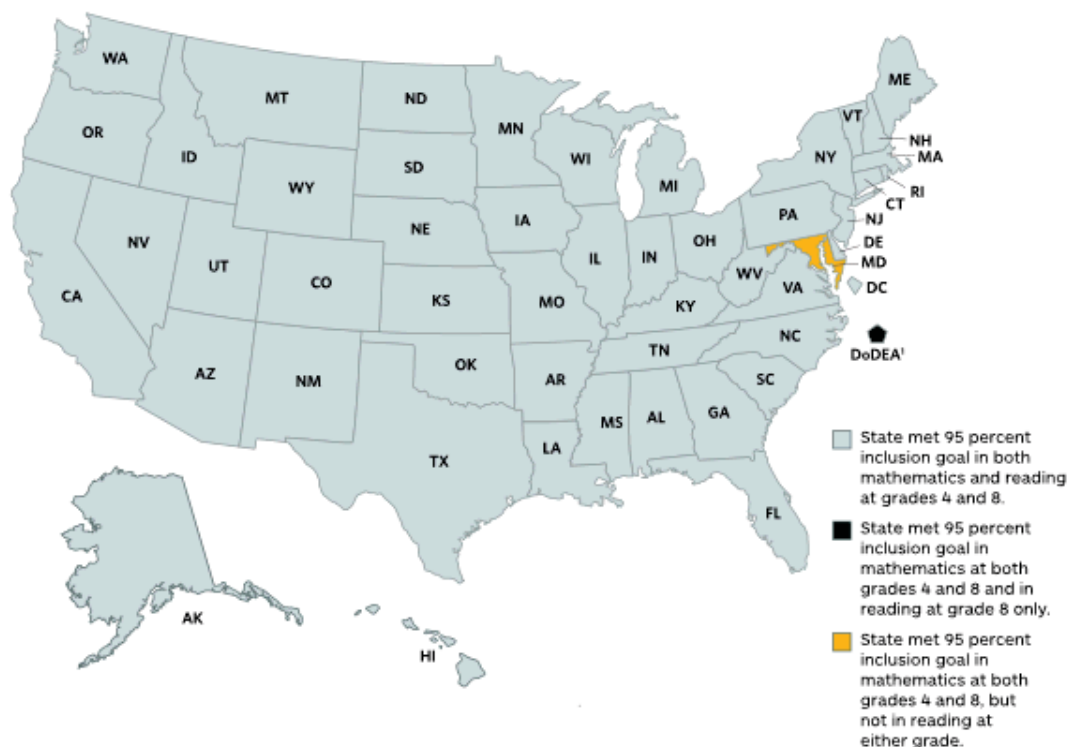
- Reported for the first time in the NAEP 2011 report cards
- Goal to include **95% of all students**
  - Prominently display in reports
- Goal to include **85% of SD and ELL**
  - Identify in reports





# NAEP 2013 State 95% Inclusion Goal

**States and jurisdictions meeting the 95 percent inclusion rate goal in NAEP mathematics and reading at grades 4 and 8: 2013**



<sup>1</sup>Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics and Reading Assessments.



**Almost all of the states/jurisdictions participating in the 2013 NAEP assessments met or exceeded the 95 percent inclusion goal for both reading and mathematics. See the state inclusion rates for each state in [mathematics](#) and [reading](#).**

**MONTANA inclusion rates for NAEP 2013 mathematics and reading for 4<sup>th</sup> and 8<sup>th</sup> grade students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students**

|                    | Mathematics                       |     | Reading                           |     | Percentage of ALL students |                 |
|--------------------|-----------------------------------|-----|-----------------------------------|-----|----------------------------|-----------------|
|                    | Percentage of identified students |     | Percentage of identified students |     |                            |                 |
|                    | Included                          | Met | Included                          | Met | Mathematics                | Reading         |
| <b>Grade 4 SD</b>  | 86 (1.9)%                         | YES | 77 (2.3)%                         |     | 98 <sup>1</sup>            | 97 <sup>1</sup> |
| <b>Grade 4 ELL</b> | 95 (2.5)%                         | YES | 89 (2.9)%                         | YES |                            |                 |
| <b>Grade 8 SD</b>  | 87 (2.1)%                         | YES | 79 (2.6)%                         |     | 99 <sup>1</sup>            | 98 <sup>1</sup> |
| <b>Grade 8 ELL</b> | ‡                                 |     | ‡                                 |     |                            |                 |

<sup>1</sup>The state's inclusion rate is higher than or not significantly different from the National Assessment Governing Board's goal of 85 percent.

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[http://www.nationsreportcard.gov/reading\\_math\\_2013/files/Tech\\_Appendix\\_Math.pdf](http://www.nationsreportcard.gov/reading_math_2013/files/Tech_Appendix_Math.pdf)

[http://www.nationsreportcard.gov/reading\\_math\\_2013/files/Tech\\_Appendix\\_Reading.pdf](http://www.nationsreportcard.gov/reading_math_2013/files/Tech_Appendix_Reading.pdf)

# State Assessments

- **Smarter Balanced**

- Grades 3-8 and 11
- English Language Arts (ELA) and Mathematics



- **Montana State Science Assessment**

- Grades 4, 8, and 10<sup>th</sup>
- Science



- **Montana State Alternate Assessment**

- National Center and State Collaborative (NCSC)
- CRT-Alternate Science



National Center and State Collaborative



# SD Inclusion Guidelines (P/P)

- Includes the name of the Montana alternate assessment(s)
- Only students that take **National Center and State Collaborative (NCSC) and CRT-Alt for science** may be excluded from NAEP
  - » This rule does not, however, relieve the school or other individuals involved with a particular student of their ethical responsibility to do what is best for the student. According to the Professional Educators of Montana Code of Ethics, Principle I Article A, the ethical educator "Makes the well-being of students the foundation of all decisions and actions." In a small number of individual cases, the opinions of parents/guardians, teacher, counselor, and/or other professionals who know and understand a student to the greatest possible extent may agree that it is in the best interest of the student that he or she not participate in the NAEP assessment.
- The following accommodations are not allowed in Montana and have been deleted from the SD Inclusion Guidelines
  - Cueing to Stay on Task

# SD Inclusion Guidelines (P/P)

The following notes and inclusion expectations have been added to the SD Inclusion Guidelines:

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the Montana state assessments. All results are summarized only at the state level. In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

**Note:** all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the Montana state assessments allow. Several accommodations provided on the Montana assessments are not necessary for NAEP because of the way it is administered. For example:

- 1) Writes answers in test booklet: On NAEP, all students write responses in the assessment booklets, not on separate answer documents.
- 2) Unlike Montana's state assessment modality oral presentation reading accommodation, the Read aloud in English – occasional is not allowed for Reading. In the state assessment, students assessed in reading are read only the questions and answer choices before she/he reads each passage. After the student has read the passage, the test administrator must read the questions and answer choices word-for-word one at a time in exactly the order as presented. Due to the different testing constructs, students who have the read aloud accommodation for the reading comprehension section on the Montana state assessment should be included in NAEP Reading without the accommodation.
- 3) Only students that require a calculator for testing in their IEP or Section 504 Plans are eligible for the NAEP calculator version of the test. This accommodation does not replace non-calculator blocks, instead a student who is allowed this accommodation would only be tested with calculator blocks.
- 4) Students who receive multiple day testing on the Montana state assessments should take the NAEP assessments in one day with breaks as needed. NAEP is much shorter than the state assessments, so multiple day testing is not offered. Students take two 25-minute subject matter blocks and answer survey questions about their educational experiences with the maximum amount of extended time allotted being 150 minutes.
- 5) On NAEP, all students write responses in the assessment booklets, not on separate answer documents.

# ELL Inclusion Guidelines (P/P)

- Only English language learners who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment.
  - » This rule does not, however, relieve the school or other individuals involved with a particular student of their ethical responsibility to do what is best for the student. According to the Professional Educators of Montana Code of Ethics, Principle I Article A, the ethical educator "Makes the well-being of students the foundation of all decisions and actions." In a small number of individual cases, the opinions of parents/guardians, teacher, counselor, and/or other professionals who know and understand a student to the greatest possible extent may agree that it is in the best interest of the student that he or she not participate in the NAEP assessment.
- The following accommodations are not allowed in Montana and have been deleted from the ELL Inclusion Guidelines
  - Cueing to Stay on Task

# ELL Inclusion Guidelines (P/P)

The following notes and inclusion expectations have been added to the ELL Inclusion Guidelines:

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the Montana state assessments. All results are summarized only at the state level. In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

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- 5) On NAEP, all students write responses in the assessment booklets, not on separate answer documents.

## MyNAEP Customization

- Posted the Montana Parent letter (revised)
- Posted the SD & ELL (paper/pencil) Inclusion Guidelines to the Review Inclusion Policy page and to the **Include SD/ELL Students page**
- Added the name(s) of the Montana Alternate Assessments
  - National Center and State Collaborative (NCSC)
  - CRT-Alt for science



# MyNAEP Customization

- Deselected the following SD accommodations
  - Cueing to Stay on Task
- Deselected the following ELL accommodations
  - Cueing to Stay on Task